

POLICY FOR THE PROMOTION OF GOOD BEHAVIOUR

Aims:

- To support children in developing self-esteem
- To support children learning to take responsibility for their behaviour
- To maintain an ethos of mutual respect
- To support personal and social development
- To help children avoid and resolve conflict appropriately
- To achieve fairness and consistency across the school
- To provide support for staff and visitors on how to handle behaviour
- To maintain the school as being a safe place in which everyone can learn and achieve their best.

What adults can do to support good behaviour:

- keep expectations high, consistent and clear
- be positive – focus on and recognise good behaviour
- be models of good behaviour and communication
- deal with situations consistently but without wasting learning time
- focus on the behaviour not the child
- challenge inappropriate behaviour wherever it occurs and support other staff as necessary
- stay calm and promote a reflective dialogue
- listen to all points of view; don't make assumptions
- share ideas and strategies
- recognise our own vulnerabilities, impatience and be prepared to apologise
- remember that you are the adult and there is an inbuilt power imbalance
- keep classroom and playground activities engaging
- give children an opportunity to apologise appropriately

School Rules

1. Keep a positive attitude to learning and each other.
2. Forgive and move on when a problem is solved.
3. Concentrate on work in class; play at playtime.
4. Keep hands, feet and objects to yourself.

These rules may be worded differently depending on the children's age.

Physical Restraint

See separate policy

Equal Opportunities - Inclusion

- good behaviour is expected from everyone

- children with special emotional and/or behavioural needs are also expected to behave well and be supported through a range of strategies, including IEPs, self monitoring sheets etc.
- adults should not abuse their role/position when dealing with incidents eg prolonged shouting, verbal put-downs etc

Monitoring and Review

- The effectiveness of the policy will be monitored throughout the year in staff meetings, School Council, assemblies and in class
- The policy is reviewed annually and revised as necessary.

What happens when things go wrong- recording

There is an index box of blank cards in each classroom. Please note sanctions from 3 onwards.

There is a hierarchy of responses:

1. Strategies to re-engage child and warn of consequences of choosing to continue undesirable behaviour
2. Time out space in class to reflect
3. 10 minutes in another class to reflect
4. Assistant Principal
5. Principal

Please note sanctions from 3 onwards on a post it note to be given to the Executive Principal. Record reasons and responses and be aware that they should spend only 10 minutes away from learning, on their return the incident is finished until/unless they start again.

If any child refuses then the Assistant or Executive Principal deals with that refusal. That then becomes the main issue.

You will need to tailor your response to incidents on what you know about the child. This is subtle stuff that comes with experience, but the basic responses hold.

Remember that they need a way back from misbehaviour. Direct confrontation works with very few children and makes you angry

Appendix 1

The following is an appendix to the behaviour policy in light of the Covid-19 Pandemic. This will remain in place during the temporary opening of the school.

The following rules should be explicitly taught on any year group's return to school. This should be followed up regularly

- All children should follow the alternate rules for entering and exiting the school as requested.
- All children are required to follow school instruction on hygiene including handwashing when requested
- Children should stay in defined groups and socialise only with children within their groups and follow instructions around grouping
- Follow instructions around moving around the school, particularly around queuing, one way systems and out of bounds areas
- Children should follow adult instructions around good hygiene when coughing/sneezing – following “catch it, bin it, kill it” rules
- Immediately tell an adult if you are experiencing symptoms of Covid-19:
 - A new continuous cough
 - High Temperature
 - A loss of/change of sense of smell or taste
- Children should remain careful about using ONLY their own equipment, putting stationary away carefully and not touching or using anyone else's drinking bottles
- Children should clearly stay in designated areas at break and lunch times
- Children should remain careful about coughing towards or at other people
- Deliberately endangering other's health by coughing, spitting or displaying poor personal hygiene will be strictly forbidden

Rewards

Teachers should develop suitable reward systems in their class for children that are appropriately following the new expectations and demonstrating good safe hygiene. This reward system will be used across all of the bubbles to ensure consistency.

Sanctions

Every effort should be made to keep children within their bubble throughout the day. If a child fails to follow a rule that doesn't lead to the direct endangering of another's health or is accidentally then the following steps should be followed:

1. First Warning and time out in class
2. Second Warning and time out in class
3. Speak to member of SLT in classroom (working across several bubbles) (Member of SLT to inform parent)
4. Member of SLT to have a consultation with parent by phone
5. Child asked not to return to school

If a child does something deliberate to endanger the health of another individual (adult or pupil) such as deliberately coughing or spitting at someone they will be immediately isolated from the rest of the

bubble. The parent(s) will be informed, and they will be asked to not return to the academy until further notice.